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I have been told that the theory of Bryan, recast by Bairstow, and supplemented by data of wind tunnel experiments, has enabled a machine to be designed and constructed which actually has been flown "hands off." If this be true it marks a great triumph for mathematical physics; whether it is true or not, we can confidently assert that to the English training in mathematical physics is in no small degree due the great and sudden advance in airplane design and the great success in aircraft warfare which have been realized in England in relatively few months.

4. I have shown you that the mathematics of aërodynamics leads from elementary algebra and arithmetic to the theory of functions of a complex variable and to the solution of linear differential equations with constant coefficients. I have shown how the theoretical work has come in that stage of the development of aëronautical engineering where it has been of real help in rapidly advancing the art. There are always with us branches of engineering and physics in which the right kind of mathematics is of great value for the rapid advance of those branches. This right kind of mathematics is the good old traditional Cambridge, England, type, the mathematics of Newton, of Green, of Maxwell, of Kelvin, of Rayleigh, a type of mathematics which in this country, owing perhaps to our preponderance of German-trained mathematicians, has all too little prestige. I sometimes wonder whether we do right to aim so exclusively at the continental type. It is worthy of note that our two great native mathematicians, George W. Hill and J. Willard Gibbs, were concerned with the applied side. May it not be that we in this country have such a natural bent toward the practical that a diligent cultivation of the British sort of mathematics would find a readier response among our students?

We are here not as research mathematicians but as teachers of collegiate mathematics. Our country has great industrial problems of peace and war to solve, and every one of us must help as he may. As we bend the mathematical twig, so will the tree incline. Let us without prejudice consider our curricula and with open mind introduce any necessary changes to make sure that the type of mathematics which we place before our students is that which will contribute most to the victory of our country in time of stress and to her prosperity in times of peace.

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#### SPRING MEETING OF THE MINNESOTA SECTION.

The regular spring meeting of the Minnesota Section of the Mathematical Association of America was held at Carleton College on May 4, 1918. Seventy-eight people attended, including Edla G. Berger of College of St. Catherine, Father W. E. Etzel of St. Thomas College, C. H. Gingrich of Carleton College, chairman of the section, Jessie G. Quigley of College of St. Teresa, G. N. Bauer, W. H. Bussey, R. R. Shumway, H. L. Slobin, R. M. Barton of the University of Minnesota, members of the Association. All in attendance at the meeting were, as the guests of Carleton College, most hospitably entertained through the day and at luncheon.

The program was arranged to give place to a paper from a subject closely allied to mathematics and it was the very good fortune of the section to be able to have Professor H. C. Wilson of Carleton College set before them with lantern slides the principal matter of his paper in the May number of *Popular Astronomy* upon the eclipse of the sun of June 8.

Professor Slobin presented a paper upon integration. He traced the development of the theory of integration corresponding to the development of the function concept, chronologically, from the work of Leibnitz and Newton through that of Cauchy, Dirichlet, Fourier, Riemann and Lebesgue, and established the relation of the Lebesgue integral to the preceding notions of integration.

Professor G. N. Bauer gave a talk upon the progress of the campaign for war savings stamps. He explained the meaning of the war savings stamp, its worth to the Government and to the purchaser and outlined the plan of the campaign, giving the amounts to be raised in the state and the method of reaching all people of the state.

It appeared to the program committee that it would be well to have some discussion of work which while not included in the regular text might be introduced in the class room at times. To this end Father Etzel was to discuss the quadratic involving a single parameter. Due to the fact that the early papers of the program had taken so much time it became necessary that Father Etzel simply present the subject of discussion and postpone the full discussion to the next meeting.

The Section wishes to coöperate in all possible ways with the Association and to this end arranged a discussion of the advisability of introducing the study of Descriptive Geometry into the college course in mathematics. This subject was discussed at the annual meeting of the Association with the general idea of having material on the program of direct interest in secondary school mathematics; it had the same purpose in the meeting of the section. This discussion was introduced by Professor W. H. Kirchner of the University of Minnesota. Professor Kirchner gave a historical outline of the study of the subject and the published text books; he showed how the subject could be a definite help to our present courses in mathematics and how the study would serve to clear up much of our present work which is difficult for the student to see, by giving him the power to visualize. He believes that if the subject were introduced into the present course in college mathematics, not as a distinct subject by itself but as related to other matter customarily treated, there would be a decided gain in clearness of understanding of mathematics and that the increased amount of time required for this work would not be appreciable. Professor Kirchner gave several illustrations of his discussion. The subject was discussed at considerable length by the section.

R. M. BARTON, *Secretary*.